



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 12051516
SAU: MSAD 11
School: Gardiner Regional Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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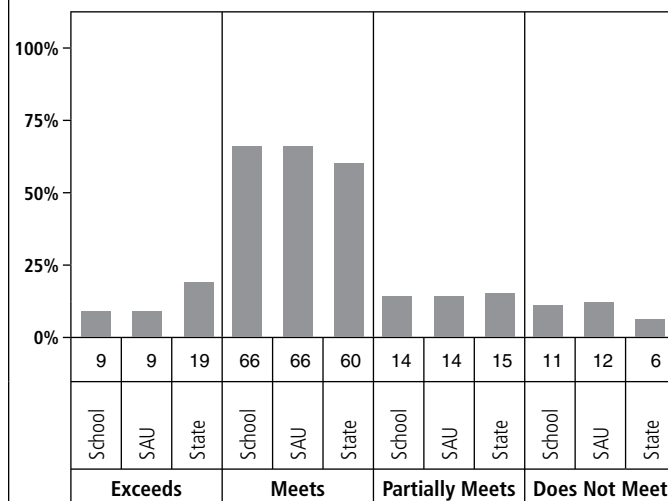
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: MSAD 11
School: Gardiner Regional Middle School

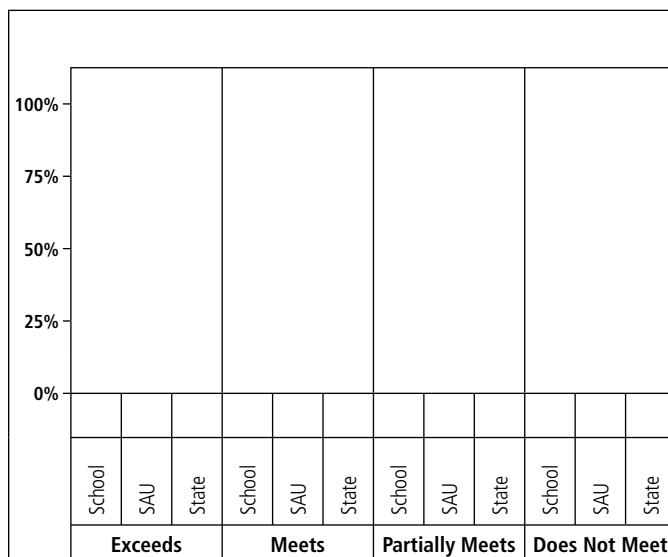
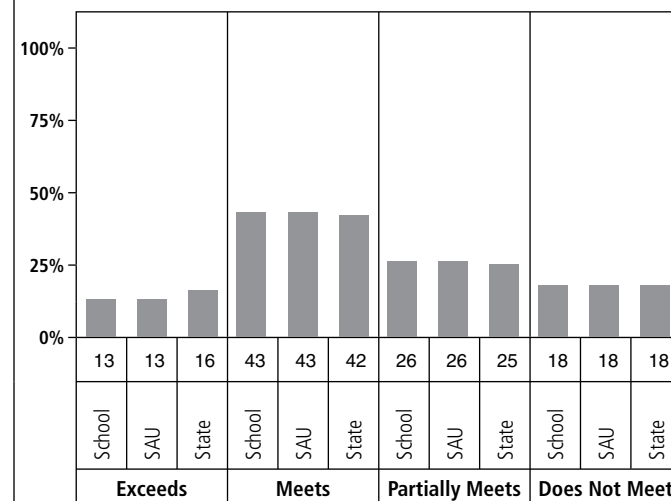
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	742	742	748
2007–2008	746	746	750
2008–2009	747	747	751
Cum. Avg.*	745	745	750
Mathematics			
2006–2007	739	739	742
2007–2008	743	743	743
2008–2009	744	744	745
Cum. Avg.*	742	742	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: MSAD 11
School: Gardiner Regional Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	161	100	162	100	14446	100	159	99	160	99	14316	99	159	99	160	99	14322	99						
Ethnicity African American/Black	1	1	1	1	432	3	1	100	1	100	416	97	1	100	1	100	421	98						
American Indian or Native Alaskan	1	1	1	1	124	1	1	100	1	100	121	98	1	100	1	100	122	99						
Asian or Pacific Islander	2	1	2	1	260	2	2	100	2	100	255	98	2	100	2	100	259	100						
Hispanic	2	1	2	1	147	1	2	100	2	100	144	99	2	100	2	100	144	99						
Caucasian/White	155	96	156	96	13483	93	153	99	154	99	13380	99	153	99	154	99	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	28	17	29	18	2428	17	27	96	28	97	2391	99	27	96	28	97	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	64	40	64	40	5498	38	62	98	62	98	5431	99	62	98	62	98	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	129	80	129	80	11742	81	130	81	130	80	11754	81						
Identified disability (PET/IEP)	1	1	1	1	367	3	1	1	1	1	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	3	2	3	2	183	2	3	2	3	2	187	2						
Participation with accommodations	30	19	31	19	2367	16	29	18	30	19	2366	16						
Identified disability (PET/IEP)	26	87	27	87	1819	77	26	90	27	90	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	4	13	4	13	358	15	3	10	3	10	346	15						
Participation through alternate assessment (PAAP)	0	0	0	0	205	1	0	0	0	0	202	1						
Identified disability (PET/IEP)	0	0	0	0	205	100	0	0	0	0	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	1	1	1	1	33	0	1	1	1	1	32	0						
Non-participation – other	1	1	1	1	97	1	1	1	1	1	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: MSAD 11
School: Gardiner Regional Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	18	10	18	10	2630	18
	2007-2008	17	10	17	10	2604	18
	2008-2009	14	9	14	9	2618	19
	Cum. Total*	49	10	49	10	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	76	44	76	44	7605	51
	2007-2008	88	54	88	54	8049	55
	2008-2009	105	66	105	66	8484	60
	Cum. Total*	269	54	269	54	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	40	23	40	23	3000	20
	2007-2008	37	23	37	23	2672	18
	2008-2009	22	14	22	14	2108	15
	Cum. Total*	99	20	99	20	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	39	23	40	23	1620	11
	2007-2008	20	12	20	12	1190	8
	2008-2009	18	11	19	12	899	6
	Cum. Total*	77	16	79	16	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	31.5	56.3	31.4	56.1	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	11.0	55.0	10.9	54.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	20.6	57.2	20.5	56.9	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 11
 School: Gardiner Regional Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	159	14	9	105	66	22	14	18	11	747	160	9	66	14	12	747	14109	19	60	15	6	751
Ethnicity																						
African American/Black	1										1						409	11	49	22	18	744
American Indian or Native Alaskan	1										1						117	12	53	19	16	746
Asian or Pacific Islander	2										2						253	24	59	11	6	753
Hispanic	2										2						142	14	56	17	13	747
Caucasian/White	153	13	8	102	67	21	14	17	11	747	154	8	66	14	12	747	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	8	30	8	30	11	41	733	28	0	29	29	43	732	2186	2	36	35	27	737
No	132	14	11	97	73	14	11	7	5	750	132	11	73	11	5	750	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	159	14	9	105	66	22	14	18	11	747	160	9	66	14	12	747	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	62	1	2	35	56	14	23	12	19	742	62	2	56	23	19	742	5300	8	58	22	11	746
No	97	13	13	70	72	8	8	6	6	750	98	13	71	8	7	750	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	159	14	9	105	66	22	14	18	11	747	160	9	66	14	12	747	14101	19	60	15	6	751
Gender																						
Female	72	10	14	51	71	6	8	5	7	750	73	14	70	8	8	750	6993	24	61	11	4	754
Male	87	4	5	54	62	16	18	13	15	744	87	5	62	18	15	744	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1025	10	53	27	11	745
No	159	14	9	105	66	22	14	18	11	747	160	9	66	14	12	747	13084	19	61	14	6	752
Gifted/talented program																						
Yes	0										0						676	66	33	1	0	766
No	159	14	9	105	66	22	14	18	11	747	160	9	66	14	12	747	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 11
 School: Gardiner Regional Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	0	0	9	69	1	8	3	23	741	8	0	69	8	23	741	7	8	48	25	19	743
B. less than one hour	53	8	10	57	68	10	12	9	11	747	53	10	68	12	11	747	52	17	62	15	6	751
C. one to two hours	36	6	10	37	64	11	19	4	7	748	36	10	64	19	7	748	37	23	61	12	4	753
D. more than two hours	3	0	0	2	50	0	0	2	50	735	3	0	50	0	50	735	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	27	10	23	28	65	2	5	3	7	752	27	23	65	5	7	752	30	33	56	7	4	756
B. good	53	4	5	60	71	11	13	9	11	747	53	5	71	13	11	747	49	16	64	14	5	751
C. fair	18	0	0	16	57	9	32	3	11	742	18	0	57	32	11	742	19	5	59	26	10	745
D. poor	3	0	0	1	25	0	0	3	75	729	3	0	25	0	75	729	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	34	6	11	37	70	6	11	4	8	748	34	11	70	11	8	748	33	24	62	10	3	754
B. They match some of what I have learned.	50	8	10	51	65	11	14	8	10	748	50	10	65	14	10	748	52	18	62	15	5	751
C. They match just a little of what I have learned.	12	0	0	11	58	5	26	3	16	742	12	0	58	26	16	742	11	11	54	23	13	746
D. There is no match.	4	0	0	4	57	0	0	3	43	737	4	0	57	0	43	737	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	19	4	13	17	57	2	7	7	23	743	19	13	57	7	23	743	17	16	55	18	12	748
B. about the same as my regular schoolwork	58	8	9	63	68	15	16	7	8	748	58	9	68	16	8	748	65	19	62	14	5	752
C. easier than my regular schoolwork	23	2	6	25	69	5	14	4	11	747	23	6	69	14	11	747	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	6	1	10	3	30	1	10	5	50	734	6	10	30	10	50	734	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	57	5	6	64	71	12	13	9	10	746	57	6	71	13	10	746	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	37	8	14	38	64	9	15	4	7	750	37	14	64	15	7	750	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	26	2	5	25	60	6	14	9	21	743	26	5	60	14	21	743	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	64	12	12	68	67	14	14	8	8	749	64	12	67	14	8	749	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	9	0	0	12	80	2	13	1	7	745	9	0	80	13	7	745	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	16	2	8	16	62	2	8	6	23	744	16	8	62	8	23	744	21	27	57	11	5	755
B. 20 minutes to an hour	52	11	13	51	62	15	18	5	6	749	52	13	62	18	6	749	45	22	62	12	4	753
C. less than 20 minutes	13	1	5	15	75	2	10	2	10	748	13	5	75	10	10	748	13	13	61	17	8	749
D. I rarely read at home.	19	0	0	23	74	3	10	5	16	742	19	0	74	10	16	742	21	7	59	24	11	746
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	0	0	1	100	0	0	0	0	754	100	0	100	0	0	754						
D.	0										0											

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: MSAD 11
School: Gardiner Regional Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	18	10	18	10	2142	14
	2007-2008	16	10	16	10	2028	14
	2008-2009	21	13	21	13	2220	16
	Cum. Total*	55	11	55	11	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	54	31	54	31	5642	38
	2007-2008	77	48	77	48	5703	39
	2008-2009	68	43	68	43	5879	42
	Cum. Total*	199	40	199	40	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	59	34	59	34	4077	27
	2007-2008	39	24	39	24	3733	26
	2008-2009	42	26	42	26	3537	25
	Cum. Total*	140	28	140	28	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	42	24	43	25	3001	20
	2007-2008	30	19	30	19	3054	21
	2008-2009	28	18	29	18	2484	18
	Cum. Total*	100	20	102	21	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	29.3	52.3	29.3	52.3	29.9	53.4
A. Number	14	25	7.1	50.7	7.1	50.7	7.7	55.0
B. Data	16	29	8.3	51.9	8.3	51.9	8.1	50.6
C. Geometry	12	21	6.1	50.8	6.1	50.8	6.9	57.5
D. Algebra	14	25	7.8	55.7	7.8	55.7	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 11
 School: Gardiner Regional Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	159	21	13	68	43	42	26	28	18	744	160	13	43	26	18	744	14120	16	42	25	18	745
Ethnicity																						
African American/Black	1										1						416	5	26	28	41	733
American Indian or Native Alaskan	1										1						119	8	30	31	30	737
Asian or Pacific Islander	2										2						258	25	43	19	13	750
Hispanic	2										2						142	8	39	23	30	739
Caucasian/White	153	21	14	64	42	41	27	27	18	744	154	14	42	27	18	744	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	27	0	0	3	11	8	30	16	59	725	28	0	11	29	61	724	2189	2	17	27	53	728
No	132	21	16	65	49	34	26	12	9	748	132	16	49	26	9	748	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	159	21	13	68	43	42	26	28	18	744	160	13	43	26	18	744	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	62	4	6	22	35	17	27	19	31	738	62	6	35	27	31	738	5308	7	35	30	28	738
No	97	17	18	46	47	25	26	9	9	748	98	17	47	26	10	747	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	159	21	13	68	43	42	26	28	18	744	160	13	43	26	18	744	14112	16	42	25	18	745
Gender																						
Female	72	12	17	30	42	19	26	11	15	745	73	16	41	26	16	745	6992	16	43	25	16	745
Male	87	9	10	38	44	23	26	17	20	743	87	10	44	26	20	743	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	159	21	13	68	43	42	26	28	18	744	160	13	43	26	18	744	13096	16	43	24	17	745
Gifted/talented program																						
Yes	0										0						676	68	29	2	0	767
No	159	21	13	68	43	42	26	28	18	744	160	13	43	26	18	744	13444	13	42	26	18	744

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: MSAD 11
School: Gardiner Regional Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	8	2	15	3	23	4	31	4	31	737	8	15	23	31	31	737	7	6	30	28	36	735
B. less than one hour	53	13	15	38	45	18	21	15	18	745	53	15	45	21	18	745	52	16	42	25	17	745
C. one to two hours	36	6	10	26	45	19	33	7	12	744	36	10	45	33	12	744	37	18	44	24	14	747
D. more than two hours	3	0	0	1	25	1	25	2	50	732	3	0	25	25	50	732	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	22	16	47	12	35	3	9	3	9	758	22	47	35	9	9	758	26	35	43	12	9	754
B. good	40	5	8	35	56	15	24	8	13	745	40	8	56	24	13	745	46	13	48	25	15	745
C. fair	31	0	0	19	40	18	38	11	23	736	31	0	40	38	23	736	23	3	32	37	27	737
D. poor	8	0	0	2	17	5	42	5	42	730	8	0	17	42	42	730	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	32	7	14	26	51	11	22	7	14	747	32	14	51	22	14	747	26	23	43	20	13	749
B. They match some of what I have learned.	48	13	17	32	42	22	29	9	12	746	48	17	42	29	12	746	53	15	45	26	15	746
C. They match just a little of what I have learned.	16	1	4	9	36	7	28	8	32	737	16	4	36	28	32	737	17	9	35	32	24	740
D. There is no match.	4	0	0	1	14	2	29	4	57	727	4	0	14	29	57	727	4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	39	8	13	22	36	20	33	11	18	743	39	13	36	33	18	743	37	8	40	29	23	740
B. about the same as my regular schoolwork	54	12	14	37	44	19	23	16	19	744	54	14	44	23	19	744	51	16	44	25	15	746
C. easier than my regular schoolwork	7	1	9	7	64	3	27	0	0	752	7	9	64	27	0	752	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	34	9	17	21	39	14	26	10	19	745	34	17	39	26	19	745	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	57	11	12	44	49	20	22	14	16	745	57	12	49	22	16	745	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	9	1	7	3	21	7	50	3	21	737	9	7	21	50	21	737	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	1	11	4	44	1	11	3	33	740	6	11	44	11	33	740	8	8	30	29	33	737
B. 30–45 minutes	26	6	14	12	29	12	29	12	29	739	26	14	29	29	29	739	38	13	40	27	20	743
C. 45–60 minutes	64	13	13	52	51	27	27	9	9	747	64	13	51	27	9	747	42	20	45	23	12	748
D. more than 60 minutes	4	1	14	0	0	2	29	4	57	732	4	14	0	29	57	732	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	28	3	7	14	32	17	39	10	23	737	28	7	32	39	23	737	15	19	38	25	19	745
B. two or three days a week	44	11	16	36	51	14	20	9	13	748	44	16	51	20	13	748	31	18	42	24	16	746
C. two or three times a month	22	6	17	15	43	10	29	4	11	747	22	17	43	29	11	747	26	17	43	24	17	746
D. never or almost never	6	1	10	3	30	1	10	5	50	734	6	10	30	10	50	734	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	1	0	0	1	50	1	50	0	0	748	1	0	50	50	0	748	10	12	39	24	24	741
B. two or three days a week	7	1	9	5	45	2	18	3	27	741	7	9	45	18	27	741	22	13	43	26	18	744
C. two or three times each month	34	6	11	23	43	13	24	12	22	743	34	11	43	24	22	743	33	18	44	25	13	747
D. never or almost never	58	14	15	39	43	25	27	13	14	745	58	15	43	27	14	745	35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	0										0											
C.	100	1	100	0	0	0	0	0	0	766	100	0	0	0	0	766						
D.	0										0											

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